DOCUMENT RESUME

ED 307 872 IR 052 757

AUTHOR	DePew, John N.
TITLE	Statewide Disaster Preparedness and Recovery Program for Florida Libraries. Occasional Papers Number 185.
INSTITUTION	Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE	Feb 89
NOTE	54p.
AVAILABLE FROM	Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($5.00 plus $2.50 for handling and shipping, prepaid).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Cooperative Programs; *Emergency Programs; *Library Materials; Library Planning; Library Research; *Library Surveys; Natural Disasters; Preservation; Statewide Planning; *Workshops
IDENTIFIERS	*Florida

ABSTRACT

The goals of this program were to alert Florida's academic and public librarians to the nature of fire- and water-related disasters, train them to prepare for and respond to emergency situations in ways that would minimize damage to collections, and establish a statewide library disaster recovery network. These goals were met by means of the following activities: a survey that gathered information about the status of disaster preparedness and alerted librarians to the need for emergency readiness; the provision of workshops throughout the state to train librarians in disaster preparedness and response; and the dissemination of information to the participants about who attended, available resources, and the role of the Division of Library and Information Services of the Florida Department of State in the event of an accident or emergency. The survey questionnaire was designed to elicit information about collection maintenance and protection problems, conservation expertise available in each library, receptiveness to working in a network mode, and willingness to participate in a program to prepare disaster plans. This report describes the survey methodology; analyzes the responses received from 78 academic (96.3%) and 105 public libraries (90.4%); describes the 2-day workshops held in several areas of the state; and reports on post-workshop activities. The report concludes with an assessment of the project workshops and recommendations for materials, specialized equipment, supplies and emergency assistance procedures, communications, and a follow-up survey of progress made by workshop participants. A copy of the survey instrument used is appended. (17 references) (EW)

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ISSN 0276 1769

Number 185
February 1989

ED307872

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John N. DePew

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Statewide Disaster Preparedness and Recovery Program for Florida Libraries

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John N. DePew

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INTRODUCTION

The protection of library materials during emergencies and their salvage after being damaged by fire, flood, or other causes has not been a high priority for Florida librarians. This is understandable because of the pressing need to use scarce funds for the acquisition of books, periodicals and other materials, and to provide access to them. Nevertheless, the limited availability of library funds and the irreplaceable nature of many collections demand the establishment of contingency plans, the acquisition and prepositioning of equipment and supplies, and the training of library personnel to deal effectively with situations which might damage library collections. As the population of the state increases and collections grow, steps must be taken to minimize losses to collections and reduce replacement costs.

A few states have programs to deal with emergency situations in libraries or records repositories. Most of the programs were sponsored by cooperatives or consortia. The Inland Empire Libraries Disaster Response Network (IELDRN), headquartered in Riverside, California, sponsored the first in a series of disaster-response workshops and programs in March 1988. The Oklahoma Conservation Congress published guidelines for disaster planning in 1986, and the Kentucky Department for Libraries and Archives prepared a records disaster response plan in 1984. "A Program for Disaster Response in Michigan" was developed by the Michigan Archival Association in 1981. Also in 1981, librarians from several institutions in Colorado, Iowa, Kansas, Nebraska, South Dakota, Utah, and Wyoming attended a disaster workshop sponsored by the Bibliographical Center for Research in Denver which established an informal support network among institutions in those states. New York is currently developing a statewide disaster plan and expects it to be operational in the near future.[1] Florida, however, did not have a plan prior to 1987. The lack of emergency preparedness in Florida libraries led to the development of this project, the Statewide Disaster Preparedness and Recovery Program for Florida Libraries. Its goals were to alert academic and public librarians in the state to the nature of fire- and water-related disasters, train them to prepare for and respond to emergency situations in ways that would minimize damage to collections, and establish a statewide library disaster recovery network. These goals were to be met by a survey that gathered information about the status of disaster preparedness and alerted librarians to the need for emergency readiness, the provision of workshops throughout the state to train librarians in disaster preparedness and response, and the dissemination of information to the participants about who attended, resources available, and the role of the Division of Library and Information Services of the Florida Department of State in the event of an accident or emergency.

Two internationally recognized experts in library disaster preparedness and recovery, Sally Buchanan, director of the Pittsburgh Consortium and assistant director for Preservation Services and Cooperative Planning at the University of Pittsburgh Libraries, and Donald Etherington, vice president of the Conservation and Preservation Division of Information Conservation, Inc. of Greensboro, North Carolina, worked with the project director to design the project.[2] Lorraine Summers, the assistant director of the Division of Library and Information Services (hereafter referred to as the division liaison), was the division's LSCA Title III grant liaison with the project director. The consultants, liaison, and the project director agreed that the project should be divided into two parts: a questionnaire to determine the extent of preparedness, need for training, and location of educational programs; and a series of workshops to address disaster preparedness needs.

Later in the project, an advisory committee of five librarians representing large and small academic and public libraries and consortia were selected by the division liaison and the project director. The committee consisted of Llewellyn L. Henson, director of libraries, Florida Institute of Technology in Melbourne; Kathleen Imhoff, assistant director for planning, Broward County Division of Libraries in Fort Lauderdale; Erich J. Kesse, preservation officer for the University of Florida Libraries in Gainesville; Robert Martin, executive director of the Tampa Bay Library Consortium, Inc. in Tampa; and Robert G. Melanson, director of the Winter Park Public Library. The project director met with the committee and the division liaison to discuss the results of the survey, the development of a workbook, and the location and content of the workshops. The charge to the committee was to review the draft of the project plan and make recommendations for: additions or changes in its content and coverage, specific people and or libraries that should attend the workshops, the location of the workshops, and any other matters that may be appropriate. It was also expected that the committee would help publicize and promote the program. Their suggestions were invaluable in determining the final form of the workbook and the location of each workshop.

METHODOLOGY

Although it seemed fairly obvious that Florida libraries were not prepared to deal with disasters effectively, there was no reliable information available to ascertain the extent of plans already in place, staff training in contingency and recovery procedures, or the willingness of librarians to participate in a disaster preparedness educational program. Therefore, the

survey was developed to test those points and to provide information to assist in the development and location of the workshops.

It was also believed that there were very few librarians in the state who had training in conservation and preservation. The survey was further designed to test this hypothesis and the information was used to establish the content of both the workbook and the workshops.

Survey

The Dillman "total design method" (TDM) was the model for the instrument preparation and mailing procedure. TDM relies on both a theory of response behavior and an administrative plan to direct its implementation.[3] Dillman claims that a "response rate of nearly 75% can be attained consistently in mail surveys of the general public and that even higher response rates are probable in surveys of more specialized populations."[4] The latter proved to be the case in this instance. Dillman's chapters 3 and 4 on question writing and mail-questionnaire construction guidelines were closely followed in the design of the survey instrument.[5]

The questionnaire addressed twelve areas: recent damage to collections, hazard surveys, inspections, detection devices, suppression systems, security systems, disaster preparedness, staff conservation and/or disaster training, cooperative conservation efforts, willingness to attend a disaster workshop, willingness to host a disaster workshop, and institutional data. Each area was designed to elicit information about collection maintenance and protection problems, conservation expertise available in each library, receptiveness to working in a network mode, and willingness to participate in a program to prepare disaster plans.

The questionnaire and cover letter were pretested by sending them to three libraries in Georgia: the Fitzgerald-Ben Hill County Library in Fitzgerald, the Thomas College Library in Thomasville, and the University of Georgia Library in Athens. It was also reviewed by the two consultants and the division liaison.

The selection of libraries to participate in the study was made with the assistance of the division liaison. All of the eighty-one private and/or public academic libraries and 115 of the 127 public libraries or library systems in the state, including the Division of Library and Information Services, were included in the survey, for a total of 196 libraries. Very small libraries which had limited service and did not have a full-time professional librarian were excluded.

Although instrument design was very important in attaining a high survey-response rate, the most critical component in achieving a high return was the procedure followed in administering the survey. Dillman describes in detail the composition of the cover letter, how it and the questionnaire should be folded and inserted into the envelope, the selection of the mail-out date, and the content, format and mechanics of the follow-up mailings.[6] Most of his recommendations were followed very closely. For example, a reminder postcard was sent to the entire survey population one week after the questionnaire was posted, and a reminder letter with a copy of the questionnaire was sent three weeks to the day after the questionnaire was mailed. The latter was sent to only fifty-one libraries because 145 responses already had been received by the time of the second follow-up. Dillman recommends a third follow-up seven weeks after the initial mailing, but since a response rate of 92.9% had been achieved by that time, it was not necessary to send another letter. Examples of the questionnaire, cover letter, reminder postcard, and follow-up letter are in Appendix A.

Survey Analysis

As noted above, 196 questionnaires were sent to eighty-one academic libraries and 115 public libraries or library systems, including the Division of Library and Information Services. Seventy-eight academic (96.3%) and 105 public libraries (91.3%) responded, for a total of 183 libraries. One public library's questionnaire was unusable which lowered the public library percentage to 90.4 and the over-all usable total percentage to 92.9.

Computer Software

REFLEX®, version 1.14, by Borland, and a Leading Edge Model D (IBM PC-XT compatible) computer were used to analyze the data. REFLEX is easy to learn and very powerful. Its strength lies in its ability to organize data into data "views" which allow the user to move quickly and easily from one display to another. A slightly modified version of the survey instrument was typed into the "Form View" of REFLEX. All of the data from the returns was then entered into a form for each library in just the same order as on the hard copy of each original questionnaire. Three key strokes converted that view into the "List View" which enables the user to visually compare in columns and rows the information from each library. The "Crosstab View" summarizes the data in categories defined by the user. This feature is extremely useful when looking for relationships (or inconsistencies) in the data among libraries. For example, one could quickly determine which libraries had disaster preparedness committees (question Q-14), and what type of training, if any, committee members had

in disaster preparedness and prevention (questions Q-15 and Q-16). The program also has a "Graph View" and a powerful report generator.

REFLEX has some limits, however. Like most other database managers, it is basically a number cruncher. Great care must be taken in form design in order to avoid lengthy text input. The forty-one questions from the questionnaire were converted into 121 entry points on the database form. An additional fourteen data entry points were added later to reflect information gained during and after the workshops for a total of 135 possible response cells for each of 198 libraries in the "Form View;" this resulted in 26,730 data cells in the file.[7] Although the questions were modified and shortened, they should have been translated into a much shorter code. The amount of memory used for text significantly increased the time needed to move quickly through the database. The program works best when manipulating numeric data such as numbers of volumes in a collection or how many libraries have disaster plans. However, because of the relatively short learning curve required and its power to assimilate and manipulate data rapidly, the program was superior to dBase III+ or some of the other popular database managers for this purpose.

Survey Findings

Analysis of the data revealed that sixty-nine (38.6%) of all reporting libraries reported some type of water damage within the last five years. Air-conditioning system failures and other man-made water-related damage were the most frequently reported problems. In all, 50.3% of the libraries experienced collection-related incidents. Obviously, there was a need for disaster preparedness training and support in the state. Table 1 provides a breakdown of the nature of the damage according to the type of problem and library.

Some problems in libraries can probably be traced to poor maintenance of heating and electrical systems and or ignorance of hazards to collections inside and outside of the building. A large number of libraries (78.8%) checked their heating and electrical systems regularly (see table 2), but just under half (46.7%) conducted hazard surveys, so it appears that while the information about the systems may be up-to-date, internal and external hazards might exist which may need attention. Since most of the respondents did not know at the time they received the questionnaire just what the elements of a good hazard survey are, the figures in table 3 may be suspect and the situation worse than the statistics indicated.

Fire detection devices, sprinkler and suppressant systems, safety inspections and drills, and water alarms are measures libraries can take to detect

TABLE 1
DAMAGE TO LIBRARIES OR LIBRARY SYSTEMS IN THE LAST FIVE YEARS
Question Q-1

*Problem**	*Academic (N = 77)*		*Public (N = 102)*		*All (N = 179)*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Natural disaster	2	2.6	6	5.9	8	4.5
Air-conditioning failure	17	22.1	14	13.7	31	17.3
Natural flooding	10	12.9	12	11.8	22	12.3
Man-made water damage	18	23.4	29	28.4	47	26.3
Fire	0	0.0	5	4.9	5	2.8
Other damage	6	7.8	8	7.8	14	7.8
None	40	51.9	49	48.0	89	49.7

*Respondents were asked to select all that applied.

TABLE 2
HEATING AND ELECTRICAL SYSTEM CHECKS
Question Q-2

Frequency	*Academic (N = 77)*		*Public (N = 102)*		*All (N = 179)*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Monthly	17	22.1	20	19.6	37	20.7
Semi-annually	3	3.9	15	14.7	18	10.1
Annually	5	6.5	19	18.6	24	13.4
Occasionally	25	32.5	37	36.3	62	34.6
Don't know	27	35.1	11	10.8	38	21.2

and suppress fires and water problems and evacuate the building in the event of an emergency. Of particular interest was the frequency with which the devices and systems were installed and the attention to their condition through inspections. Somewhat surprisingly, 45.2% of the responding libraries did not have fire detectors in their buildings and only 37.9% had them throughout the library (see table 4). Those that were installed were regularly inspected.

One of the persistent myths in collection protection is that properly installed and maintained sprinkler systems have the potential to do more damage to a collection than fire because they are prone to go off accidentally. During one of the workshops, a librarian, who is a building consultant, insisted that experts still recommend against the installation of sprinkler systems in stack areas. After the workshop leaders cited John Morris' books: *Managing the Library Fire Risk* and *The Library Disaster Preparedness Handbook*, and the NFPA's *National Fire Protection Associ-*

ation Standard 910 on the protection of libraries and library collections, the librarian agreed that a properly installed and maintained sprinkler system was a prudent protection device.[5] It came as no surprise, however, that only twenty-eight libraries have such systems (see table 4). Unfortunately, over 33% didn't know if they were inspected during the previous year, which could lead to a nasty situation in the future if one were to be activated accidentally.

Halon 1301 fire suppressant systems provide good protection for special and rare materials and equipment that would be damaged or ruined by water. These systems are expensive to maintain because of the high cost of recharging them, so the low percentage of installation in libraries was not unexpected (see table 4). Almost 18%, or thirty-three of the academic libraries have some sort of gas fire suppressant system installed, usually in selected areas. Unfortunately, the percentage of Halon 1301 or CO_2 that the figures in table 4 represent is not known.

Water alarms can be very useful in detecting moisture problems, particularly during the hours the library is closed. Their installation might also be an indication of how well prepared a library is for a water-related problem. Most of the ten libraries that reported having water alarms were in facilities built during the last fifteen years (see table 4).

Fire safety inspections are made frequently in Florida libraries. Over 82% of the respondents indicated that inspections had been made within the past year, but only 26.9% had conducted fire drills, which is understandable since it is debatable whether a fire drill in a public gathering place such as a library is any more worthwhile or necessary than in a public theater (see table 5). Two questions were asked about human and electronic security systems which, upon further reflection, should probably have been left out of the survey since they do not contribute much information about the readiness of a library in regard to disaster preparedness and recovery.

Questions Q-14 through Q-16 were designed to find out whether a library had a disaster preparedness committee and if committee members were trained. Twenty-two libraries responded that they did have committees, and of those, thirteen said the staff members had some training. Most of the training came during workshops, seminars and conferences. Only two respondents reported that they had taken formal coursework in the subject. Those that reported other types of training indicated that they had received it during "hurricane drills," in the military or in staff management programs.

The next part of the questionnaire dealt with the existence of a disaster plan (Q-17), whether the staff and key community people had been briefed

TABLE 3
GENERAL HAZARD SURVEYS
Question Q-3

Type of Survey	*Academic (N = 77)*		*Public (N = 103)*		*All (N = 180)*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Internal	13	16.9	6	5.8	19	10.6
External	0	0.0	1	1.0	1	0.6
Both internal and external	22	28.6	32	31.1	54	30.0
In some system libraries	3	3.9	7	6.8	10	5.6
No	39	50.6	57	55.3	96	53.3

(Q-19, Q-20, and Q-25), whether copies of the plan were in the homes of library personnel (Q-18), identification of salvage resources (Q-21 and Q-22), and identification of high priority items (Q-23 and Q-24). The information in table 6 shows that almost 80% of the libraries did not have a disaster plan; of those that did, only twelve reported that a copy of the plan was in a staff member's home. While none of the respondents were doing everything required for adequate disaster preparedness, it appeared that the Broward County Division of Libraries, Florida Atlantic University, Florida State University, Fort Myers Beach Public Library, Lake Worth Public Library, Lighthouse Point Library (in Broward County), Pensacola Junior College, and Walton-Defuniak Library in Defuniak Springs were doing a creditable job.

Upon further investigation, however, things were not as they seemed. Several of the libraries sent a copy of their disaster plan to the project director. None of them were written to address disaster preparedness and recovery for library materials. Instead, the plans were concerned primarily with building evacuation and emergency procedures for the protection of human life in the event of a fire, hurricane, windstorm, or other problems such as bomb threats. Most had briefed the staff on the plan, but many had neglected to inform local fire, police, and emergency preparedness officials. The answers to the questions on salvage resources, identification of irreplaceable and high priority items in the collection, and the availability of conservation and preservation experts were very revealing. From 81% to almost 98% of these questions were answered in the negative. This was a clear indication that the plans libraries had in place were not addressed to the protection of collections. This information alone justified the project.

A problem complicating the overall area of conservation and preservation activities in Florida, in addition to disaster planning, is the lack of competent trained staff in these areas. One of the secondary goals of the survey was

to begin gathering information about people and libraries that were able to provide assistance to organizations in time of need. Question Q-26 asked "What would you do if you quickly needed assistance of experts or consultants with specialized skills in preservation conservation?" Most of the responding libraries had some procedure to follow or an idea about where such help might be found. Table 7 shows what many of them would do in an emergency. Follow-up questions sought to determine which specific sources of help would be called upon in an emergency; the results revealed some interesting implications for libraries around the state, especially for the Division of Library and Information Services. At least forty libraries indicated they would either call the division in case of an emergency or thought of it as a source of conservation expertise. The Southeastern Library Network (SOLINET) and the ALA were the other resources most likely to be contacted, receiving six and five responses respectively. The two library schools in the state should also be on the alert for calls for assistance since they were cited by over 23% of the libraries; fifty-six individual institutions were cited only once. Only twenty-four libraries (out of 179 responses) knew of people in their regions with specialized skills in conservation and preservation. Upon further analysis, only seven people in the state were actually identified; the remainder were organizations.

The next group of questions attempted to gauge the depth of commitment to cooperative conservation programs across the state and librarians belief that conservation and preservation programs were needed locally or at the state level. Only 5.7% of the responding libraries were cooperating with other libraries or organizations in conservation efforts. Two public libraries were working with the University of Florida to preserve newspapers on microfilm; one library was working with a historical society to preserve letters, maps, and newspapers; and another public library was working with the Division of Library and Information Services to microfilm old records. One community college library stated that it was conducting workshops among the libraries in its own system.

Most of the respondents felt that either regional or state level disaster planning and or preservation workshops were desirable, and over 50% supported regional cooperative disaster planning. It is interesting to note that 119 libraries supported regional disaster planning workshops and 119 libraries actually attended such workshops, although they were not the same libraries. There was less support for stockpiling supplies and for educational or program planning committees. Fifty-three libraries supported the establishment of a state-level document conservation center and thirty-four of those would support centers at the local level (see table 8). The responses to these questions, and those that follow, further justified

TABLE 4
INSTALLATION AND INSPECTION OF DETECTION SYSTEMS
Questions Q-4 through Q-9

	Academic		*Public*		*All*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Fire Detection Devices						
Location	*(N = 78)*		*(N = 99)*		*(N = 177)*	
None	33	42.3	47	47.5	80	45.2
Throughout the library	36	46.2	31	31.3	67	37.9
Selected areas only	7	9.0	5	5.1	12	6.8
In some system libraries	2	2.6	16	16.2	18	10.2
Inspection Frequency	*(N = 43)*		*(N = 53)*		*(N = 96)*	
Once each year	13	30.2	22	41.5	35	36.5
Biannually	6	14.0	11	20.8	17	17.7
Occasionally	11	25.6	10	18.9	21	21.9
Other	5	11.6	6	11.3	11	11.5
Don't know	8	18.6	4	7.6	12	12.5
Automatic Sprinklers						
Location	*(N = 76)*		*(N = 101)*		*(N = 177)*	
None	59	77.6	90	89.1	148	84.2
Throughout the library	10	13.2	7	6.9	17	9.6
Selected areas only	7	9.2	1	1.0	8	4.5
In some system libraries	0	0.0	3	3.0	3	1.7
Inspection Frequency	*(N = 16)*		*(N = 11)*		*(N = 27)*	
Once each year	4	25.0	4	36.4	8	29.6
Biannually	0	0.0	1	9.1	1	3.7
Occasionally	1	6.3	1	9.1	2	7.4
Other	3	18.8	4	36.4	7	25.9
Don't know	8	50.0	1	9.1	9	33.3
Gas Fire Suppressant Systems						
Location	*(N = 78)*		*(N = 103)*		*(N = 181)*	
None	59	75.6	89	86.4	148	82.2
Throughout the library	6	7.7	6	5.8	12	6.7
Selected areas only	12	15.4	6	5.8	18	10.0
In some system libraries	1	1.3	2	1.9	3	1.7
Water Alarm Systems						
Location	*(N = 78)*		*(N = 102)*		*(N = 180)*	
None	72	92.3	98	96.1	170	94.4
Throughout the library	2	2.6	2	2.0	4	2.2
Selected areas only	4	5.2	2	2.0	6	3.3
In some system libraries	0	0.0	0	0.0	0	0.0

the continued planning and implementation of the workshops the committee was planning and suggested research into the type of conservation-support measures that should be implemented in the future.

Disaster planning workshops were becoming increasingly popular in the middle 1980s, and librarians in Florida may have attended those held in the

southeast or elsewhere in the nation. But, as it turned out, forty-three libraries said staff had never been to one, and only twenty-one libraries had staff that had attended within the last two years. Disaster preparedness and recovery is a fast-moving field, and much new information about effective procedures for protecting and saving collections has been generated since 1985, so the need for the workshops was again confirmed. This was further validated by the response to questions Q-32 and Q-33, "Would you attend...a workshop...in Tallahassee....or...in your area?" One-hundred-seventy respondents replied that they would attend a workshop on disaster preparedness in their area; of those, 110 would also be willing to send staff to Tallahassee for a workshop (see table 9).

Presenting a hands-on workshop required local cooperation and assistance in finding spaces for the lectures and practicum. The latter was a special challenge because an area was needed where the books and other materials could be soaked for 48 hours prior to their use, and since wet books are a mess to transport, the preparation area needed to be either the same place where the people would work or immediately adjacent to it. Help was also required to get the 600 books for each workshop, set-up and run a registration desk the first day, provide coffee, pastries, and other refreshments during breaks, and have a person act as an assistant to the workshop leaders throughout the program. Question Q-35 identified 93 libraries that said they would be willing to discuss hosting the workshops.

The last three questions on the survey instrument were designed to gather information about the types of libraries participating, size of their collection and professional staff, and whether there were any materials in their collections requiring special care. Seventy-eight percent of the responses came from libraries having from 10,000 to 250,000 volumes; seven libraries had over 1,000,000 volumes and eleven had less than 10,000 in their collections. Over 37% had from three to nine staff members with Masters of Library Science degrees (MLS); 41.7% had fewer than three people who had an MLS, and 6.9% had more than thirty staff who had an MLS. Two libraries with no staff having an MLS were included in the survey population (at the time the survey was mailed, it was believed that these two small libraries did have professional staff members). Table 10 gives the details of the analysis.

WORKSHOPS

One representative from each academic and public library system in Florida was invited to attend a workshop in his or her area. Before the survey

TABLE 5
FIRE SAFETY INSPECTION AND DRILLS WITHIN THE PAST YEAR
Questions Q-10 and Q-11

Activity	*Academic*		*Public*		*All*	
	No.	%	*No.*	%	*No.*	%
Inspection Conducted	*(N = 77)*		*(N = 104)*		*(N = 181)*	
No	4	5.2	21	20.2	25	13.8
Yes	63	81.8	78	75.0	141	77.9
In some system libraries	3	3.9	5	4.8	8	4.4
Don't know	7	9.1	0	0.0	7	3.9
Fire Drill Conducted	*(N = 78)*		*(N = 104)*		*(N = 182)*	
Within the past six months	15	19.2	9	8.7	24	13.2
Within the past year	7	9.0	8	7.7	15	8.2
In some system libraries	0	0.0	6	5.8	6	3.3
Other	4	5.1	0	0.0	4	2.2
No	52	66.7	81	77.9	133	73.1

was completed, it was anticipated that as many as 180 of the over 200 academic and/or public libraries or library systems in the state might wish to attend, so it was estimated that six workshops would suffice. Thirty people in a workshop is about the maximum effective size for a hands-on learning experience. As it turned out, 171 libraries indicated on the questionnaire that they would attend a workshop, and as noted earlier, 119 actually sent 148 staff members.

Each library director who responded positively to the survey questions, "Would you attend or send staff to a workshop on Disaster Preparedness Prevention in Tallahassee....or if offered in your area?" was sent an invitation to attend or send a staff member to a workshop in the library's region. In order to facilitate local arrangements, each library hosting a workshop outside of Tallahassee was also asked to send a representative to the Tallahassee workshop. This person would then have a better understanding of the logistics and administrative responsibilities for their own workshop; a detailed checklist of responsibilities for the hosting library and project director was sent to the hosting libraries in early January. A copy of the checklist is in Appendix B.

Ideally, the staff member chosen to attend from each library should have had some prior knowledge of conservation of library materials or, at a minimum, a commitment to disaster preparedness. Therefore, each director was asked to select a person who had an interest in disaster planning, who was committed to implementing the plan in their library, and who would act as an emergency-resource person not only for the participating library, but for other libraries in the area as well. The directors were also

told that the workshop was not an isolated event but the foundation of a disaster resource and support network across the state, coordinated by the Division of Library and Information Services, and there would be no registration fee.

The choice of workshop sites was determined by the desire to place them in a symmetrical pattern around the state, the practical concern to locate them as close to as many libraries as possible that had indicated they would send staff (reducing the need for overnight accommodations), the willingness of libraries in each area to host a workshop and provide logistical and administrative support and, their proximity to major highways. The latter was important because many of the participants would be driving their own automobiles and not be staying overnight. The final site decisions were also greatly influenced by the suggestions of the advisory committee. One site, Harbor Branch Oceanographic Institute, was selected because a committee member highly recommended it due to its ability to provide adequate accommodations and its central location. Although it was not an academic or public library, its librarian was invited to attend the meeting she hosted.

The areas served by each workshop were delineated by the considerations outlined above and by their geographical affinity to each other, e.g. counties along the east and west coasts, respectively, of the state were grouped together; by the type of weather problems that might be expected in the area, e.g. the central interior areas probably would not experience quite the same problems from hurricanes that coastal areas would; e.g. and by the type of library service in the area, e.g. county-wide, part of a multi-county system, a consortia, or independent libraries. It seemed reasonable to assume that if two or more counties were already working together in a cooperative system, it was also likely they would help each other in the event of an emergency. Therefore, it made sense to train staff from these libraries together in one workshop. For the most part, the groupings were successful except in the Tampa area where a few libraries in Polk county, which were members of the Tampa Bay Library Consortium, were inadvertently placed in the Winter Park workshop, and in other instances where libraries which were on the fringe of an area asked to attend a workshop nearer to them.

The workshops were scheduled over two days of eight hours each. Originally it was thought that they should last two and one-half days, starting at 9 a.m. on Thursday and adjourning at noon on Saturday. Unfortunately, so many libraries had such small staffs that it was feared many people would not be able to attend a workshop extending into a Saturday morning

TABLE 6
DISASTER PREPAREDNESS
Questions Q-14, Q-15, and Q-17 through Q-25

State of Readiness	Academic		Public		All	
	No.	%	No.	%	No.	%
Disaster Preparedness Committee Exists	*(N = 77)*		*(N = 103)*		*(N = 180)*	
No	69	89.6	89	86.4	158	87.8
Yes	8	10.4	14	13.6	22	12.2
Formally Trained Personnel	*(N = 6)*		*(N = 14)*		*(N = 20)*	
No	3	50.0	4	30.8	7	36.9
Yes	1	16.7	5	38.5	6	31.6
Some	2	33.3	5	38.5	7	36.8
Disaster Plan Exists	*(N = 77)*		*(N = 104)*		*(N = 181)*	
No	63	81.8	81	77.9	144	79.6
Yes	6	7.8	7	6.7	13	7.2
Yes, but incomplete	6	7.8	11	10.6	17	9.4
In preparation	2	2.6	5	4.8	7	3.9
Copy in Staff Member's Home	*(N = 11)*		*(N = 18)*		*(N = 29)*	
No	8	72.7	9	50.0	17	58.6
Yes	3	27.3	9	50.0	12	41.4
Staff Briefed on Plan	*(N = 12)*		*(N = 20)*		*(N = 32)*	
No	3	25.0	2	10.0	5	15.6
Yes	9	75.0	18	90.0	27	84.4
Security Safety Personnel Familiar with Plan•	*(N = 15)*		*(N = 28)*		*(N = 43)*	
Campus library security	9	60.0	2	7.1	11	25.6
Police	3	20.0	12	42.9	15	34.9
Fire department	2	13.3	15	53.6	17	39.5
None	5	33.3	11	39.3	16	37.2
Local Water-Damage Salvage Resources Identified	*(N = 76)*		*(N = 104)*		*(N = 180)*	
No	73	96.1	100	96.2	173	96.1
Yes	3	4.0	4	3.9	7	3.9
Disaster-Recovery Supplies Identified	*(N = 76)*		*(N = 105)*		*(N = 181)*	
No	75	98.7	102	97.1	177	97.8
Yes	1	1.3	3	2.9	4	2.2
Irreplaceable Items Identified	*(N = 76)*		*(N = 101)*		*(N = 177)*	
No	62	81.6	82	81.2	144	80.8
Yes	14	18.4	19	18.8	33	18.6
Priority Items for Evacuation Identified	*(N = 76)*		*(N = 105)*		*(N = 181)*	
No	67	88.2	82	78.1	149	82.3
Yes	9	11.8	23	21.9	32	17.7
Security Safety Personnel Briefed on Location of Valuable Items•	*(N = 70)*		*(N = 99)*		*(N = 169)*	
Campus library security	13	18.6	2	2.0	15	8.9
Police	1	1.4	8	8.1	9	5.3
Fire department	1	1.4	9	9.1	10	5.9
None	62	88.6	85	85.9	147	87.0

•Respondents were asked to select all answers that applied.

since there wouldn't be enough staff to open the library. After discussing the format and times with the consultants and the advisory committee, it was decided to switch the workshops to 9 a.m. to 5 p.m. on Thursday and Friday. The dates listed in table 11 (see page 22) were selected after looking at the answers to question Q-34 of the survey and conferring with the workshop presenters and hosts. The dates selected met the needs of 74% of those libraries indicating they would attend a workshop in their area and, as can be seen in the table, almost 70% actually did attend.

One of the challenges in developing a program for a group of people, many of whom are not knowledgeable about or particularly motivated by the content, is to stimulate them in advance so they come with some concept of disaster planning and their library's state of readiness and are ready to participate intelligently. To this end, one copy of the workbook was sent to each participant several weeks in advance of the workshop in an effort to introduce them to disaster planning and to encourage them to begin gathering information prior to the workshop. The workbook was based on one developed by the New York University Libraries Preservation Committee and modified to conform to suggestions made by the project advisory committee.[9] A draft copy was created on a Macintosh computer, photocopied and pretested on the group attending the first workshop in Tallahassee. After some minor additions, changes and deletions, it was sent to a local printer. Because of printing delays, a copy of the original draft had to be sent to the participants of the Jacksonville and Winter Park workshops. The final printed version was distributed to the participants in advance of the other workshops, as originally planned, and to all those who had received the draft. Each participant received two copies, one before the workshop, as noted, and one at the workshop. Since the workbook, when completed, would function as most libraries' actual disaster plan, each copy was distributed in a high-visibility, orange three-ring binder. The participants were instructed to keep one copy in the library and the other in the home of the disaster preparedness committee chairperson. The Toronto Archivists manual, *An Ounce of Prevention*, was also sent to the participants in advance because it contained a great deal of information that would help them complete the workbook and get a head start on disaster planning.[10] Participants were asked to complete as much of the workbook as possible before attending the workshop. During the second day of the workshops, libraries that had entered information into their workbooks were asked to give their material to the project director at the conclusion of the workshop. The data were taken to Tallahassee, copies made, and returned to the libraries during the summer.

As noted earlier, 119 libraries responded to the invitations and sent 148 staff members to the six workshops during the spring of 1988. Sally Buchanan

TABLE 7
PROCEDURE FOR FINDING CONSERVATION PRESERVATION HELP
Question Q-26

Procedure	*Academic (N = 76)*		*Public (N = 100)*		*All (N = 176)*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Consult list at library	6	7.9	4	4.0	10	5.7
Call a local library	20	26.3	26	26.0	46	26.1
Call a library school	20	26.3	21	21.0	41	23.3
Call Library of Congress	12	15.8	13	13.0	25	14.2
Other	19	25.0	35	35.0	51	29.0

TABLE 8
COOPERATIVE CONSERVATION PRESERVATION PROGRAMS
Questions Q-28 through Q-30

	Academic		*Public*		*All*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Program Currently Conducted	*(N = 76)*		*(N = 101)*		*(N = 177)*	
No	70	92.1	95	94.1	165	93.2
Yes	4	5.3	6	5.9	10	5.7
Regional Programs Needed•	*(N = 68)*		*(N = 84)*		*(N = 152)*	
Preservation workshops	49	72.1	60	71.4	109	71.7
Disaster-planning workshops	55	80.9	64	76.2	119	78.3
Disaster-supplies stockpile	16	23.5	19	22.6	35	23.0
Cooperative disaster planning	37	54.4	40	47.6	77	50.7
Document-conservation center	10	14.7	24	28.6	34	22.4
Program planning committee	18	26.5	20	23.8	38	25.0
Educational program committee	20	29.4	27	32.1	47	30.9
Other	5	7.4	1	1.2	6	4.0
State-Level Programs Needed•	*(N = 69)*		*(N = 89)*		*(N = 158)*	
Preservation workshops	51	73.9	60	67.4	111	70.3
Disaster-planning workshops	45	65.2	60	67.4	105	66.5
Disaster-supplies stockpile	22	32.4	28	31.5	50	31.9
Cooperative disaster planning	31	45.6	37	41.6	68	43.3
Document-conservation center	23	33.3	30	33.7	53	33.5
Program planning committee	27	39.7	29	32.6	56	35.7
Educational program committee	32	47.1	35	39.3	67	42.7
Other	7	10.3	4	4.5	11	7.0

•Respondents were asked to select all answers that applied.

and Lisa Fox, Preservation Program Coordinator at SOLINET, assisted the project director in presenting the workshops. Ms. Buchanan and Ms. Fox conducted the first workshops in Tallahassee, and the project director and Ms. Fox presented the others. The participants learned about the causes of disasters, preventative measures, and how to minimize damage to library collections. They also participated in a hands-on experience which

taught them recovery procedures for water-damaged materials, and wrote disaster plans for their own libraries. In addition, they were encouraged to act as a resource contact for other libraries in their region in the event of a disaster. The program content was limited to disasters involving library materials only.

The workshops consisted of eight sessions conducted over two, eight-hour periods on a Thursday and Friday. Each workshop opened with a one-half hour registration followed by a welcome from the local hosts and the project director. An introduction to disaster planning set the tone for the two days. During the introduction, the participants were asked to introduce themselves and describe a materials-related problem their library had experienced. Participants were surprised to discover that many of their colleagues had similar experiences, especially with water-related disasters, which led to a greater seriousness of purpose and bonding of the group. After the introductions and discussions, the workshop leader spoke about the need for disaster planning, what is a "disaster" and the general components of disaster planning. Videotapes and slides of damage caused by fires, floods, mildew, and other problems that can affect library materials were shown to illustrate the shocking amount of damage and chaos these situations produce. Each episode was accompanied by a discussion of possible solutions. Several handouts describing correct disaster preparedness and recovery procedures and sources of services and supplies were distributed to the participants to supplement the information in the manual and workbook. A list of the handouts (which were given to each participant in an orange vinyl carry-all at registration) are in Appendix C.

The first major session covered the planning process. Many librarians need help in developing a plan and in convincing higher administrators and/or trustees to implement it. The planning process was divided into two parts: the first covered general information on the entire planning process, including suggestions on how to convince others of the need for contingency planning. The workshop leaders also discussed selecting who should be responsible for the plan, educating the community, defining the scope of the plan, establishing goals and a timetable, and developing reporting schedules and lines of communication. The second part addressed the components of a disaster plan—collection priorities, prevention and protection measures, disaster response and recovery, and so forth.

The second session on preparedness was also covered in two parts. The first covered the purpose of disaster prevention and explained, in general, the elements of hazard surveys and the internal and external environmental and housekeeping problems libraries must solve in order to minimize

TABLE 9
SUPPORT FOR A DISASTER PREPAREDNESS WORKSHOP
Questions Q-31 and Q-32

	Academic		*Public*		*All*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Attended a Disaster Workshop	*(N = 78)*		*(N = 103)*		*(N = 181)*	
Within the past year	5	6.4	9	8.8	14	7.7
Within the last two years	3	3.8	4	3.9	7	3.9
Within the last five years	10	12.8	11	10.7	21	11.6
Never attended a workshop	60	76.9	79	76.7	139	76.8
Would Attend a Workshop in Tallahassee	*(N = 76)*		*(N = 93)*		*(N = 169)*	
No	22	29.3	37	39.8	59	34.9
Yes	54	70.7	56	60.2	110	65.1
Would Attend a Workshop in Your Area	*(N = 78)*		*(N = 101)*		*(N = 179)*	
No	3	3.8	6	5.9	9	5.0
Yes	75	96.2	95	94.1	170	95.0
Would Discuss Hosting a Workshop	*(N = 76)*		*(N = 97)*		*(N = 173)*	
No	28	36.8	52	53.6	80	46.2
Yes	48	63.2	45	46.4	93	53.8

TABLE 10
PROFILES OF LIBRARIES INCLUDED IN SURVEY
Questions Q-36 through Q-38

	Academic		*Public*		*All*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Type of Library	78	42.6	105	57.4	183	100.0
Size of Book Collection	*(N = 76)*		*(N = 103)*		*(N = 179)*	
1,000,000 and over	4	5.3	3	2.9	7	3.9
500,000 - 999,999	4	5.3	7	6.8	11	6.1
250,000 - 499,999	6	7.9	4	3.9	10	5.6
100,000 - 249,999	21	27.6	17	16.5	38	21.2
50,000 - 99,999	21	27.6	17	16.5	38	21.2
10,000 - 49,999	18	23.7	46	44.7	64	35.8
Under 10,000	2	2.6	9	8.7	11	6.1
Full-Time-Equivalent Librarians Holding MLS Degrees						
(N = 77)	*(N = 98)*		*(N = 175)*			
Over 30	5	6.5	7	7.1	12	6.9
20 to 30	3	3.9	1	1.0	4	2.3
15 to 19	2	2.6	7	7.1	9	5.1
10 to 14	8	10.4	1	1.0	9	5.1
5 to 9	23	29.9	15	15.3	38	21.7
3 to 4	17	22.1	11	11.2	28	16.0
Under 3	19	24.7	54	55.1	73	41.7
None	0	0.0	2	2.0	2	1.1

threats to collections. Facility design and remodeling were also discussed. Protection of materials was the theme of the second module. Human resources, fire and water detection equipment, fire suppression equipment, supplies for protection and recovery, training, control of the environment, and enclosures and storage were discussed in detail.

The second day opened with a two-part presentation on disaster recovery. The first session covered problem response including situation assessment, establishment of a command post, elimination of hazards, damage assessment, and stabilization of the environment. The next session dealt with recovery, addressing various techniques such as packout, initial stabilization, drying, smoke and or soot removal, and rehabilitation of materials.

During the lunch period each participant was given the opportunity to apply for 1.6 hours of continuing education credits from Florida State University. Over the course of the program 112 people received 179.2 hours of credit.

A demonstration of correct recovery procedures was given after lunch. Cleaning, packing, and air-drying methods for audio-visual materials, books, and manuscripts were shown to participants in preparation for their own hands-on learning experience later in the afternoon.

After the demonstration, the participants were asked to divide into five or six teams. Each team consisted of five or six people from the same library or locale. It was important to keep the teams small and place people together who work in the same library or system or are in the same community or area; by so doing, they would get to know each other better and hopefully establish a rapport which would allow them to work comfortably with each other in the future. Each group was given the same scenario: a water-related problem had occurred in the library; books were wet and must be salvaged. The groups were instructed to meet for 15 to 20 minutes, assess the situation, devise a plan, and assign responsibilities. They were also told that each person on the team was to practice each stabilization and drying procedure shown in the demonstration. Toward the end of the session, each group switched to a team effort to clean up the remaining wet books. Over 600 wet and dirty books, manuscripts, magnetic tapes, microforms, phonograph records, and cassettes were provided for the recovery practicum. Cardboard boxes, plastic milk crates, plastic garbage cans, paper towels, clothes lines, plastic clothes pins, and other assorted supplies were made available for the recovery effort. The logistics of furnishing wet books and other material and the recovery equipment and supplies for both the demonstration and the practical experience was one of the most challenging aspects of the entire project.

TABLE 11
WORKSHOP LOCATION, DATES, AREAS AND LIBRARIES SERVED, AND DISASTER PLANS SUBMITTED

Area No.	*City*	*Workshop Dates in 1988*	*Counties in Area*	*Counties Served*	*Libraries in Area**	*Libraries said would Attend*	*Libraries actually Attending*	*% that said would Attend*	*Staff Attending*	*Disaster Plans Submitted*
1	Tallahassee	Mar. 3-4	17	9	24	22	16	72.7	22	12
2	Jacksonville	Mar. 24-25	20	12	34	27	21	77.8	31	11
3	Winter Park	Apr. 7-8	7	6	37	32	19	59.4	24	9
4	Tampa	Apr. 14-15	12	11	40	31	25	80.6	28	12
5	Fort Pierce	Apr. 28-29	6	6	31	31	18	58.1	21	13
6	Pembroke Pines	May 19-20	5	5	33	30	20	66.7	22	14
	Total		67	49	199	173	119	68.8**	148	71

* This number does not include all the libraries in the area, but only those that were in the original survey population or attended a workshop.
** Percentage of libraries actually attending that had said they would attend.

When the recovery session was completed, a debriefing session was held in which each team reported on the decisions it had made and why, observations were made by individuals about the procedures during the recovery, and each team reported what it did well or not so well. This session gave the instructors the opportunity to assess the learning that had occurred and to reiterate or clarify key points as needed. The recovery session took about two hours, plus or minus 15-30 minutes, depending on the size of the group, the number of questions, and so forth.

The final session in the workshop was a review of the workshop program. Participants were reminded of their continuing responsibility to complete their library's disaster plans and send them to the project director, act as resource contacts in the event of disasters in libraries in their area, and form local networks to facilitate disaster recovery locally, in their own region, and on the state level. The final session ended with the completion of the workshop evaluation form and, as noted earlier, turning in a copy of the workbook to the project director. The workshop program is included in Appendix D.

Table 11 summarizes the workshop information. An average of 25.5 people (representing 20.5 libraries) attended each workshop.[11] The Broward County Division of Libraries, Rollins College Library, the University of North Florida Library, and the University of Florida Libraries each sent personnel to the Tallahassee workshop in addition to attending the workshops they hosted in their own areas. Altogether, almost 70% of the targeted libraries attended the workshops and seventy-one or 59.7%, submitted some form of a disaster plan during the workshops or during the spring and summer of 1988.

POST-WORKSHOP ACTIVITIES

After all the workshops had been held, the project director and his graduate assistant copied the collected workbooks, which constituted most of the libraries' disaster plans, and compiled them into a complete set of plans divided by each workshop area. They were three-hole punched, indexed by county, city, and name of participant, and placed into the project's ring binders with the master list of workshop participants and a map showing the location of each participant's library. The master list of workshop participants was coded with asterisks showing which libraries had not yet supplied disaster plans. The set of binders was delivered to the Division of Library and Information Services in August to be used as the master reference file in the event of any requests for assistance from libraries in the state.

A copy of the master list of all the workshop participants and its indexes was sent to the participants with a letter giving current information on the project and asking for updates on their disaster plans. A second letter containing the map and key; an up-to-date list of 134 sources of equipment, services and supplies; and a second request for update information was also sent. The letter also informed the participants that all further input and future inquiries should be addressed to the consultant responsible for coordinating the disaster preparedness network at the Division of Library and Information Services.

During the Fort Pierce workshop a participant stated that the Florida Rental Association was developing a statewide disaster, rental-coordination program. If an emergency develops and one of their association's members is overwhelmed with requests for certain types of equipment or that business is incapacitated by a disaster to the premises, other members will loan equipment to the business needing it. The implications for libraries were obvious. The rental association was contacted and the project director was told that the network in the Palm Beach County area was operational. The entire state should be participating as of October 1988 and, due to a suggestion by the project director, there is a possibility that rental businesses in Alabama, Georgia, and South Carolina will join. Libraries should not overlook small rental companies as sources of equipment needed on short notice for limited periods of time. The information about the Florida Rental Association was placed in the equipment and supplies providers list for the benefit of all libraries.

The map of participating libraries and its key was also sent to the libraries that participated in the survey but did not attend a workshop. This is in keeping with the networking aspect of the project and the philosophy that all participants are available to help neighboring libraries that have emergency situations. The participants were told that these other libraries would be given their names.

The assistant director of the North Miami Public Library took the initiative and organized a disaster recovery network of eight academic and municipal libraries in the Dade County area. She planned and held a disaster workshop which was very well received. A staff member from the North Miami Beach Public Library, who had participated in her workshop, called the project director on the afternoon of the workshop and asked for a workbook and other materials so she could begin developing her library's own plan. The Jacksonville Public Library is working with representatives from the campuses of Florida Junior College at Jacksonville, Jacksonville University, and the University of North Florida to develop a disaster support network in Duval County. The training grants

manager of the Pasco County Library System, wrote to say they would be developing a plan for the whole system based on the workshop model. The University of South Florida at Sarasota was scheduled to begin training sessions for its library faculty, and the West Palm Beach Public Library held a training session for its staff and representatives from six other nonlibrary departments in the city. And finally, the director of the Volusia County Public Library System sent the project director a copy of a memo from the Volusia County loss control specialist to the county risk manager:

> I have completed my initial investigation of applicable formats to use in establishing a Disaster Plan.... We are in agreement that the "Library Disaster Plan Workbook" is an excellent format to utilize in your operations. I suggest that an individual in the Library System be appointed as the co-ordinator for establishing the Plan. The workbook should be utilized for this purpose....[12]

The project director has also been told that at least one municipality has been stimulated to establish a disaster plan based on the workbook model.

CONCLUSIONS

The Project Goals

1. *Alert academic and public librarians in the state to the nature of fire- and water-related disasters.* One hundred eighty-three libraries responded to the questionnaire. The very process of reading and answering the questions raised the level of awareness of respondents. In addition, 148 people attended the workshops. Seventy-one of the libraries they represented have started to develop disaster plans.
2. *Train librarians in disaster preparedness and recovery.* One hundred-nineteen libraries now have at least one trained person on their staffs. Several of these libraries are holding, or plan to conduct, training sessions for their staffs.
3. *Establish a statewide library disaster recovery network.* The Division of Library and Information Services has formally designated one of its professional consultants as the coordinator for disaster recovery information and referral services. There is a complete disaster referral file in his office. Each participating librarian has a list of addresses and phone numbers of all participants and has been informed that the division will act as a referral service.

Areas for Improvement

To a very large degree, the project goals were accomplished, however, there are some things that could have been done better or differently. The

following areas could have been improved: the workbook, coordination of the workbook and workshop formats, number of workshops, and scheduling of participants.

The workbook provided a basic foundation from which to begin developing a disaster plan but, because every library has its own idiosyncracies and needs, it was not completely satisfactory. For example, a hazards-survey form should have been made an integral part of the workbook. Internal- and external-hazards surveys were covered in detail during the workshops and provided a sound approach to building a disaster plan. If the survey form had been included in the workbook, it would have been more closely linked to the workshop presentations. There also should have been a section for cooperative disaster planning in the workbook. The list of participants and the map could have been placed there instead of buried in the appendices.

The format of the workshops should have been more closely linked to the workbook. Although all the information presented in the workshops was pertinent and should have been included, some participants had difficulty in relating it to specific sections of the workbook. In fact, other than referring to it from time to time during the presentations, the workbook was never used as a basis for teaching.

If funds had permitted, additional workshops would have been scheduled for the Polk County area, the southwest coast of the state, and in the western panhandle. Several libraries in those areas had difficulty attending, or could not attend, because of the distances and financial constraints.

More flexibility was needed in assigning libraries to workshops. The idea was to place libraries that are neighbors or in the same geographical region together in the same workshop, but it was impossible to anticipate in every case which libraries those would be. In the future, if that approach is used again, libraries should be given the opportunity to indicate which workshops they would prefer attending so workshop planners can make better informed decisions about placement of participants.

Evaluations

Evaluations of the workshops were good: 80% of those responding said they were "very helpful" and 18.9% said "somewhat helpful." Sally Buchanan was an encyclopedia of information and an effective leader for the first workshop in Tallahassee. Lisa Fox was also extremely knowledgeable and did a superb job of teaching in all of the remaining workshops. The most popular sections of the workshops were Recovery, Parts I and II which

dealt with preparing for a disaster and the stabilizing, handling, packing, and drying of wet, damaged materials. The least popular sections were the Introduction and the Planning Process, Part I. The introduction was very long and, while well illustrated with slides and video, should have been truncated. The planning process was necessary but rather dry, covering the theory and principles of planning.

RECOMMENDATIONS

The workshops and disaster recovery support network were very well received across the entire state and the latter is being implemented on an informal basis. The project director has received many requests for support from libraries experiencing physical problems with their collections and for assistance in training staff in disaster preparedness. The requests have been primarily for audio-visuals and equipment. The recommendations that follow for the Division of Library and Information Services are not in any order of priority and all, with the possible exception of the "800" number (discussion follows), have been accepted by the Division of Library and Information Services. The division is considering the installation of a separate telephone number with an answering machine as an alternative to the "800" number.

Audio-Visuals

One of the problems participants cited many times in each of the workshops was the difficulty of convincing their administrators of the horrors of overcoming a disaster and how being prepared can dramatically reduce costs and the time the library will be out of commission. There are a number of slide presentations and videotapes available for library disaster preparedness and recovery which could assist in getting these points across, but they do not carry sufficient impact to drive the message home. The division should commission the production of a hard-hitting ten minute video that conveys to administrators and trustees the importance of disaster preparedness. This vitally needed tool could be used to sell such programs across the state. Among the visual presentations available, the following are recommended:

1. The Illinois Cooperative Conservation Program (which has been absorbed by the Illinois State Library and is no longer called ICCP) produced a slide tape program on water-damaged books based on a hands-on disaster recovery workshop held at Southern Illinois University at Carbondale in October, 1985.

2. A very good 21 minute videotape and 15-page workbook entitled "Library and Archival Disaster—Preparedness and Recovery," was produced by BiblioTech Films in Oakton, Virginia.[13] It was prepared by Richard F. Young, conservation specialist for the United States Senate; the cost is $125. This tape was shown at the North Miami Public Library workshop, and the project director has already received a call from a library asking how to get it. The tape is a good introduction to disaster preparedness and should be in the division's inventory of materials to loan.

Books, Periodicals and Reports

The division should amend its collection development policy and subscribe to basic conservation and preservation periodicals, if it is not already doing so. As a minimum it should be receiving *The Abbey Newsletter, Conservation Administration News* and *The New Library Scene*.[14] These periodicals provide continuing up-to-date information on preservation and disaster preparedness and should be available to library staff for their own professional development.

Books, monographs, and reports on conservation and preservation are published frequently today, unlike a few years ago. There are too many to recommend in this report, although a good place to begin would be the acquisition of Boomgaarden's *Preservation Planning Program Notebook*.[15] It covers most of the areas a library needs to have information about in this field. Division staff should regularly scan the conservation and preservation literature for titles which appear to have relevance and add them to the collection for internal use and loan throughout the state. At the very least, the division should acquire all of the items listed in the emergency preparedness section of *A Core Collection in Preservation*, and should seriously consider acquiring all of the titles in the entire bibliography.[16]

Equipment

Many librarians asked if the State Library could provide some of the equipment and audio-visual materials that were displayed and used in the workshops. During the summer the project director was asked if the Florida State University School of Library and Information Studies could supply virtually the same materials. In some cases the school was able to respond, but it will not be able to do so regularly because these items were purchased for use in classrooms and laboratories. Much of the equipment used in the workshops is too expensive for libraries in the state to purchase

individually, particularly since it would be used only as the need arises. Therefore, it is recommended that the Division of Library and Information Services acquire the following items for the purpose of loaning them to requesting libraries:

1. Aqua Boy Moisture Meter (or the equivalent)
   Used to measure the moisture content of wet books. Indispensible for water-related disaster recovery procedures.
2. Sling Psychrometer and Battery-operated Psychrometer
   Many libraries have mold- and mildew-related problems caused by high humidity. These two instruments measure relative humidity and are indispensible for monitoring environmental conditions indoors.
3. HumiChek 5C Precision Hygrometer and Thermometer and Recording Thermometer Hygrometer
   The hygrometers measure both relative humidity and temperature. The HumiChek's advantage is its portability and speed in coming up with a reading. The recording thermometer hygrometer enables staff to monitor the environment unattended at all times during the day, night, or weekends.
4. Crawford Type 760 UV Monitor
   A slow disaster in many libraries is caused by ultraviolet light degrading bindings and paper. This instrument measures the amount of UV light in an area and enables staff to make informed decisions concerning action to take.

Supplies and Emergency Assistance

During an emergency it is often difficult, if not impossible, to quickly gather the equipment and supplies needed to salvage a collection. In line with its support role for the disaster network, the following items should be stockpiled by the division for loan during an emergency: bakers' bread trays, cardboard boxes, fans and dehumidifiers, freezer paper, generators, monofilament fishing line, mops, newsprint in large rolls, plastic milk crates, plastic sheeting, pumps, squeegees, buckets, sponges, brushes, hoses, walkie-talkies and portable battery-operated radios, washing tanks and large plastic garbage containers, and wax paper in bulk rolls. Since the division should be acquiring and storing these materials off-site for its own disaster recovery plan as well, most of these items would not have to be duplicated for a statewide stockpile.

The division should contact the Florida Rental Association to ascertain the status of the association's statewide disaster rental program. The association should be encouraged to continue and expand its program. Although libraries should not expect to receive materials free, rental companies will

sometimes lend equipment during an emergency at no charge and are a good source for pumps and similar equipment during a crisis.

The division is also urged to become a member of the Disaster Avoidance and Recovery Information Group (DARING).[17] This is a nonprofit professional association for information managers and disaster recovery planners in Florida businesses, although a number of local governmental agencies also belong. It is primarily for companies in search of information on how to avoid disaster, or how to minimize the impact if they do occur. Companies that offer disaster avoidance services, such as flood control devices and off-site storage facilities are also members.

Communications

An answering machine should be purchased by the division and installed immediately. A prioritized list of telephone numbers should be recorded to enable a caller to reach a disaster resource contact who can give help when the library is closed.

The division should also consider installing and publishing an "800" number. This would encourage communication with libraries all over the state and facilitate the implementation of the disaster preparedness network. The answering machine should be connected to the number during the hours the library is closed.

A column or insert on preservation matters in general and disaster preparedness in particular should be included in the division's newsletters as soon as possible. Information exchange about preservation and disaster workshops, problem solving, sources of expertise, and additions and changes to equipment and supply sources could be communicated through this method. A separate newsletter containing the same information should be started for the academic and special libraries that are not on the division's mailing list but were participants in the workshops. Without regular communication and reminders, the effort, money, and time already spent to implement the network could be wasted as other priorities push disaster planning into the background. The lack of participants' response to the project director's post-workshop follow-up letters requesting completed and updated disaster plans from the participants is a good indication that the future of the network is jeopardized if continuing follow-up activities are not implemented in the near future. An insert devoted to these subjects would encourage the growth and development of the disaster preparedness network and should be implemented as soon as possible.

Follow-up

A follow-up survey on the progress participants have made should be conducted next year. The information gathered should be used to develop additional learning and support activities as appropriate and encourage continued participation in disaster planning.

The first survey conducted revealed that additional conservation and preservation problems are facing Florida's libraries. It was earlier reported that fifty-three libraries supported the establishment of a document-conservation center; the survey also revealed that at least eighty-seven libraries have collections that require special care (see table 12). Therefore, a final recommendation is that the division support a needs-assessment study to provide information for planning and funding a comprehensive statewide conservation preservation program.

TABLE 12
MATERIALS REQUIRING SPECIAL CARE
Question Q-10

Type of Collection•	*Academic (N = 47)*		*Public (N = 41)*		*All (N = 88)*	
	No.	*%*	*No.*	*%*	*No.*	*%*
Special collections	23	48.9	25	61.0	48	54.5
Archives	29	61.7	9	21.0	38	43.2
Manuscripts	11	23.4	4	9.8	15	17.0
Rare books	28	59.6	11	26.8	39	44.3
Other	9	19.1	10	24.4	19	21.6

•Respondents were asked to select all that applied.

APPENDIX A

Questionnaire

School of Library and
Information Studies
LSB 232
The Florida State University
Tallahassee, FL 32306-2048

DISASTER PREPAREDNESS

IN LIBRARIES

This survey is the first step in implementing a disaster recovery program for Florida libraries. It is supported by an LSCA grant from the State Library of Florida. Please answer all of the questions. If you wish to comment on any questions, or qualify your answers, please use the margins or a separate sheet of paper.

Thank you for your help. ⟹

Q-1 Has there been damage to your library or library system collection from any of the following in the last five years? (Circle any that apply in your library)

1 NATURAL DISASTER (DESCRIBE) _____
2 MECHANICAL FAILURE OF AIR-CONDITIONING SYSTEM
3 WATER DAMAGE FROM FLOODING CAUSED BY NATURE
4 WATER DAMAGE FROM OTHER SOURCE (LEAKING PIPES, ETC.)
5 FIRE
6 COLLECTION DAMAGE FROM ANOTHER EVENT
(DESCRIBE) _____
7 NONE

Q-2 Are heating and electrical systems regularly checked for proper installation and safety? (Circle number)

1 MONTHLY
2 SEMI-ANNUALLY
3 ANNUALLY
4 OCCASIONALLY
5 DON'T KNOW

Q-3 Have general hazard surveys been conducted in your library? (Circle number)

1 INTERNAL
2 EXTERNAL
3 BOTH
4 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM
5 NO

Q-4 Have fire detection devices been installed in the library? (Circle number)

1 NO → If no, skip to question 6
2 THROUGHOUT THE LIBRARY
3 SELECTED AREAS ONLY
(WHERE) _____
4 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM

Q-5 Are fire detection devices inspected regularly to be sure they are operating properly? (Circle one)

1 ONCE EACH YEAR
2 BIANNUALLY
3 OCCASIONALLY
4 OTHER (DESCRIBE) _____
5 DON'T KNOW

Q-6 Have automatic sprinklers been installed in the library? (Circle number)

1 NO → If no, skip to question 8
2 THROUGHOUT THE LIBRARY
3 SELECTED AREAS ONLY
(WHERE) _____
4 IN SOME, BUT NOT ALL IN LIBRARIES IN THE SYSTEM

Q-7 Are sprinkler systems inspected regularly to be sure they are operating properly? (Circle number)

1 ONCE EACH YEAR
2 BIANNUALLY
3 OCCASIONALLY
4 OTHER (DESCRIBE) _____
5 DON'T KNOW

Q-8 Have gas fire suppressant systems (Halon, etc.) been installed in the library? (Circle number)

1 NO
2 THROUGHOUT THE LIBRARY
3 SELECTED AREAS ONLY
(WHERE) _____
4 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM

Q-9 Have water alarms been installed in the library? (Circle number)

1 NO
2 THROUGHOUT THE LIBRARY
3 SELECTED AREAS ONLY
(WHERE) _____
4 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM

Q-10 Has a fire safety inspection been conducted within the past year? (Circle number)

1 NO
2 YES
3 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM
4 DON'T KNOW

Q-11 Has a fire drill been conducted recently? (Circle number)

1 WITHIN THE PAST SIX MONTHS
2 WITHIN THE PAST YEAR
3 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM
4 OTHER _____
5 NO

Q-12 Does your institution employ human security systems? (Circle all applicable numbers)

1 YES
2 SELECTED AREAS ONLY
(WHERE) _____
3 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM
4 NO

Q-13 Does your institution employ electronic security systems? (Circle all applicable numbers)

1 YES (DESCRIBE) _____
2 SELECTED AREAS ONLY
(WHERE) _____
3 IN SOME, BUT NOT IN ALL LIBRARIES IN THE SYSTEM
4 NO

Q-14 Does the library have a disaster preparedness committee? (Circle number)

1 NO → If no, skip to question 17
2 YES

Q-15 Have the people on the committee had formal training in disaster preparedness/prevention? (Circle numbers that apply)

1 NO → If no, skip to question 17
2 YES
3 SOME HAVE

Q-16 What kind of training? (Circle number)

1 WORKSHOP
2 SEMINAR
3 COURSE WORK
4 CONFERENCE
5 OTHER _____

Q-17 Has a Disaster Plan been prepared for your library? (Circle number)

1 NO → If no, skip to question 21
2 YES, LIBRARY HAS DISASTER PLAN (Please return a copy with this questionnaire)
3 YES, PLAN IS BRIEF, REQUIRES MORE DETAIL
4 PLAN IS BEING PREPARED

Q-18 Are copies of the Disaster Plan located in homes of key personnel who will be called in the event of a disaster? (Circle one)

1 NO
2 YES

Q-19 Have library personnel been briefed on the Disaster Plan? (Circle number)

1 NO
2 YES

Q-20 Are the following security or safety personnel familiar with the library Disaster Plan? (Circle number of any that apply to your library)

1 CAMPUS OR LIBRARY SECURITY
2 POLICE
3 FIRE DEPARTMENT
4 NONE

Q-21 Have community resources for salvage of water-damaged materials been identified? (Circle number)

1 NO
2 YES

Q-22 Have sources for supplies for salvage of damaged library materials been identified? (Circle number)

1 NO
2 YES

Q-23 Have irreplaceable items in the collection been identified? (Circle number)

1 NO
2 YES

Q-24 Have priority items been identified for evacuation in the event of emergency? (Circle number)

1 NO
2 YES

Q-25 Have safety or security personnel been briefed on locations of valuable material? (Circle number of any that apply in your library)

1 CAMPUS OR LIBRARY SECURITY
2 POLICE
3 FIRE DEPARTMENT
4 NONE

Q-26 What would you do if you quickly needed assistance of experts or consultants with specialized skills in preservation/conservation? (Circle number)

1 CHECK UP-TO-DATE LIST ON FILE AT LIBRARY
2 CALL A LOCAL LIBRARY
(WHICH ONE) _____
3 CALL A LIBRARY SCHOOL
4 CALL LIBRARY OF CONGRESS
5 OTHER _____

Q-27 Have you identified any persons or organizations in your area with specialized skills in preservation/conservation? (Circle number)

1 NO
2 YES (WHO) _____

Q-28 Is your library involved in any cooperative efforts in the preservation or conservation of library materials? (Circle number)

1 NO
2 YES (WITH WHOM) _____

(DOING WHAT) _____

Q-29 Should regional efforts be directed toward preservation/conservation in any of the following ways? (Circle number of any that apply)

1 PRESERVATION WORKSHOPS
2 DISASTER PLANNING WORKSHOPS
3 PURCHASE AND STORAGE OF SUPPLIES NEEDED FOR SALVAGE OF LIBRARY MATERIALS
4 COOPERATIVE DISASTER PLANNING
5 DEVELOPMENT OF A DOCUMENT CONSERVATION CENTER
6 ESTABLISHMENT OF A PRESERVATION COMMITTEE TO DEVELOP PRESERVATION PLANNING PROGRAM
7 ESTABLISHMENT OF A COMMITTEE TO DEVELOP PRESERVATION EDUCATIONAL PROGRAMS

8 OTHER _____

Q-30 Should an effort at the state level be directed toward preservation/conservation in any of the following ways? (Circle number of any that apply)

1 PRESERVATION WORKSHOPS
2 DISASTER PLANNING WORKSHOPS
3 PURCHASE AND STORAGE OF SUPPLIES NEEDED FOR SALVAGE OF LIBRARY MATERIALS
4 COOPERATIVE DISASTER PLANNING
5 DEVELOPMENT OF A DOCUMENT CONSERVATION CENTER
6 ESTABLISHMENT OF A PRESERVATION COMMITTEE TO DEVELOP PRESERVATION PLANNING PROGRAM
7 ESTABLISHMENT OF A COMMITTEE TO DEVELOP PRESERVATION EDUCATIONAL PROGRAMS

8 OTHER _____

Q-31 Have you and/or your staff attended a workshop on Disaster Planning? (Circle number)

1 WITHIN THE PAST YEAR
2 WITHIN THE LAST TWO YEARS
3 WITHIN THE LAST FIVE YEARS
4 NO

Q-32 Would you attend or send staff to a workshop on Disaster Preparedness/Prevention offered in Tallahassee? (Circle number)

1 NO
2 YES

Q-33 Would you attend or send staff to a workshop on Disaster Preparedness/Prevention offered in your area? (Circle number)

1 NO → If no, skip to question 35
2 YES

Q-34 Workshops may be held during a Thursday-Saturday period in March through May, 1980. What dates would be best for you? (Place choices in blanks)

1 FIRST CHOICE _____

2 SECOND CHOICE _____

3 THIRD CHOICE _____

4 FOURTH CHOICE _____

5 FIFTH CHOICE _____

Q-35 Would your library be willing to discuss hosting a workshop? (Circle one)

1 NO
2 YES

INSTITUTIONAL DATA

Q-36 Type of library. (Circle number)

1 PUBLIC LIBRARY
2 ACADEMIC LIBRARY

Q-37 Size of book collection for your library or library system. (Circle number)

1 1,000,000+
2 500,000-999,999
3 250,000-499,999
4 100,000-249,999
5 50,000-99,999
6 10,000-49,999
5 UNDER 10,000

Q-38 Number of FTE librarians with an MLS. (Circle number)

1 OVER 30
2 20-30
3 15-19
4 10-14
5 5-9
6 3-4
7 UNDER 3

Q-40 Does your library house collections requiring special care? (Circle number of any that apply in your library)

1 SPECIAL COLLECTIONS
2 ARCHIVES
3 MANUSCRIPTS
4 RARE BOOKS
5 OTHER _____

Q-41 Title of person completing questionnaire:

_____

Any comment you wish to make that will clarify the information you have given on this questionnaire, and/or will help promote disaster preparation/preparedness will be appreciated, either here or in a separate letter.

Your contribution to this effort is very greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope, NOT on this questionnaire. We will see that you get it. Please do not forget to send us a copy of your disaster plan, if you have one.

APPENDIX A

Cover Letter

The Florida State University
Tallahassee, Florida 32306-2048

School of Library and Information Studies
(904) 644-5775

April 2, 1987

L.C. Dewey, Director
Dockside Library
Point Lookout Ave.
Key Largo, FL 33037

Dear Director Dewey:

Florida is highly susceptible to a variety of natural and manmade disasters. Libraries in particular are vulnerable to damage from fire, the procedures to suppress them, leaking pipes and roofs, floods, hurricanes, and tornadoes. Tremendous (and often avoidable) damage may occur to collections if proper measures are not taken in advance to minimize losses and maximize salvage opportunities.

The State Library of Florida is providing LSCA funds to determine the level of disaster preparation and planning programs in Florida academic and public libraries; prepare and conduct hands-on workshops designed to train personnel in basic salvage techniques, initiate the preparation of local library disaster plans; and establish a state-wide disaster assistance resource network.

This questionnaire is the first step in implementing the program. The information gathered will be used to establish the level of disaster assistance needed in Florida libraries, design the workshops to meet those needs, and identify the best locations to offer them.

Your participation is vital to the success of this important project. Although the information you supply will be used to implement the program, your library may be assured of complete anonymity. The questionnaire has an identification number for mailing purposes only. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it.

I would be most happy to answer any questions you might have. Thank you for your assistance.

Sincerely,

John N. DePew
Project Director

APPENDIX A

Postcard

Dear Librarian: April 9, 1987

Last week a questionnaire seeking information concerning library disaster planning and preparedness was mailed to you. Your library was selected as one of the academic or public libraries in Florida which could be part of a state-wide disaster preparedness program, if you so desire.

If you have already completed and returned the questionnaire to me, please accept my sincere thanks. If not, please do so today. It is extremely important that your response be included in the study if the results are to accurately reflect the status of disaster preparedness in Florida academic and public libraries.

If by some chance you did not receive the questionnaire, or it was misplaced, please notify me immediately and I will get one in the mail to you at once.

Telephone: (904) 644-5557

Sincerely,

John N. DePew
Project Director

APPENDIX A

Follow-up Letter

The Florida State University
Tallahassee, Florida 32306

School of Library and Information Studies
904 644-5775

April 23, 1987

L.C. Dewey, Director
Dockside Library
Point Lookout Ave.
Key Largo, FL 33037

Dear Director Dewey:

About three weeks ago I wrote to you seeking information about how libraries in Florida are preparing for disasters and if they would participate in a disaster preparedness program. As of today I have not received your completed questionnaire.

The State Library of Florida is funding this study to assist in the planning of disaster preparedness workshops and the development of library disaster plans. All academic and public libraries in Florida have been asked to respond.

I am writing to you again because of the importance each questionnaire has to the usefulness of the study. Libraries in the state continually face emergencies in which damage could be reduced through training and advanced planning. Information from your library will help determine the content and placement of workshops designed to provide training to meet these needs. Therefore, in order for the results of this study to be effective, it is essential that your instrument be returned.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Sincerely,

John N. DePew
Project Director

APPENDIX B

Florida Libraries Disaster Preparedness and Recovery Project
Suggested Checklist of Duties for Local Arrangements Person
(Adapted from Ruth Warncke)

In Advance of the Workshop

1. Communicate with John DePew (904) 644-5775 or SUNCOM 284-5775 (LSB 232, FSU, Tallahassee, FL 32306-2048) for any information needed in addition to that in the FI-2-87 letter.
2. Select any local assistants as needed.
3. Communicate with assistants about:
   a. Arrangements to be made;
   b. Specific duties;
   c. Meetings and/or report procedures;
   d. Date and time for arrival at site;
   e. Follow-up on progress.
4. Locate adequate facilities (this has already been done in most cases):
   a. One meeting room large enough for 30-35 workshop attendees seated at tables and chairs arranged in an open "U" shape.
   b. A second room for the "disaster" large enough to accommodate six 6' tables to work on (all surfaces should be protected by plastic sheeting). The participants will be divided into teams; each team will work at a table. A separate table should be provided for the demonstration.
5. Equipment requirements:
   a. Each room should have a table for exhibits and a table with a podium;
   b. One slide projector with remote control;
   c. Screen;
   d. Overhead projector;
   e. VHS recorder and monitor;
   f. Necessary extension cords;
   g. Microphone at podium;
   h. Arrange for knowledgeable equipment operators.
6. Supplies:
   a. 20 wet books per attendee (about 30 attendees). These should cover a wide variety, e.g., paperbacks, slick paper, oversize, etc. They should also be in different stages of wetness. This can be done by immersing them in water no earlier than 48 hours before the workshop—or by hosing them down, then using a sprinkler. Also, 12 wet books for demonstration. Note, this is a total of over 600 wet books. It is suggested that you contact local libraries for discards immediately in order to have enough by the time of the workshop.
   b. Other kinds of wet library materials including film, photographs, magnetic tapes, etc.—with a variety available for demonstration.
   c. Two shipping pallets (to stack boxes of wet books on—DePew will bring the boxes).
   d. Six plastic milk crates, if you can't get six, try for one.
   e. Six solidly frozen books.
   f. A source of water—either a hose or several large containers of water—to fill 5 gallon pails.
7. Confer with personnel at facility concerning space allocation.

8. Determine cost and availability of box lunches.
   a. Will need box lunches for each participant and instructor for both days.
   b. Check on availability of coffee and danish for each morning and coffee each afternoon.
   c. Check with local vendor (if appropriate) to see if they will underwrite the cost. If not, let DePew know by *December 1*.
9. Enter into contracts or written agreements with facility management (if necessary).
10. Arrange and provide registration table, staff to register people, coat racks, parking, directional signs.
11. Provide a map of location of workshop, list and cost of nearby recommended hotels and motels, recommended restaurants and prices to DePew by *January 15*.
12. Anticipate difficulties (absence of personnel, unavailability of space, failure in deliverys of equipment and/or coffee, box lunches, etc.) and prepare alternatives.

At Site of Workshop

1. Arrive early to make sure that all arrangements (i.e., seating, equipment, coffee and danish, box lunches, P.A. system in operation) have been made.
2. See that registration table has been set up and is operating efficiently.
3. See that directional signs are in place.
4. Final briefing. Review all arrangements, personally or by conferring with assistants. (Checklists of duties previously prepared are useful guides for such reviews.)
5. Be constantly available to meet unexpected needs or to remedy crises.
6. Supervise the closing of the activity:
   a. The return of all borrowed or rented equipment;
   b. The dismantling of exhibits, if any;
   c. The return of materials to lenders or to central collection place.

Project Director's Responsibility

1. Before the Workshop:
   a. Supply information as needed to local arrangements person.
   b. Send invitations to participate to area libraries by first week in December.
   c. Send detailed information about each workshop to registrants, including:
      1. Map of location, hotel and restaurant information.
      2. Disaster manual and workbook.
2. At Site of Workshop:
   a. Arrive day before with Lisa Fox and help set up site.
   b. Bring:
      1. 50 book size boxes to pack wet books;
      2. 40 sheets 3mil. polyester film cut to 12 x 15;
      3. One 25' clothesline and two dozen plastic clothespins;
      4. Several sponges;
      5. Four rolls of paper towels and four boxes of wax paper;
      6. Plastic sheets to cover tables;
      7. One rotating fan;
      8. Four 5 gallon plastic pails;
      9. Six yellow-ruled tablets, six black marking pens;
      10. Slides, transparencies and video tapes;
      11. Registration packets.
   c. Present workshop with Lisa Fox.
   d. Gather materials brought and pack them for next workshop.
   e. Profusely thank all those who helped.

IMPORTANT DATES

December 1, 1987: Check with local vendor (if appropriate) to see if they will underwrite the cost. If not, let DePew know by *December 1*.

January 15, 1987: Provide a map of location of workshop, list and cost of nearby recommended hotels and motels, recommended restaurants and prices to DePew by *January 15*.

John N. DePew, Project Director, School of Library & Information Studies, LSB 292, Florida State University, Tallahassee, FL 32306-2048. (904) 644-5775 or SUNCOM 284-5775

APPENDIX C

Workshop Handouts

Florida Department of State, Division of Library and Information Services. Announcement

SOLINET Handouts:
- Basic Readings in Disaster Preparedness
- The Invasion of the Giant Spore
- Pest Control Bibliography
- Request for Additional Information
- Sample Checklist for Disaster Prevention & Protection
- Some Sources of Conservation Preservation Supplies & Equipment

Transparency Copies:
- Planning Process
- Contents of a Disaster Plan
- Prevention and Protection
- Response
- Recovery
- Sample Survey—Internal Hazards
- Sample Survey—External Hazards
- Guidelines for Judging Results and Analyzing Needs
- Checksheet for Judging Book Quality After Drying
- Color-Coded Guidelines for Book Sorting After Disaster
- SUL (Stanford University Libraries) Library Department Salvage Priorities
- SUL (Stanford University Libraries) Library Department Description
- Sample Floor Plan as Included in a Disaster Plan

Disaster Response and Salvage Businesses:
- American Freeze-Dry, Inc.
- BMS CAT (Blackmon-Mooring-Steamatic Catastrophe, Inc.)
- Cargocaire Moisture Control Services
- Document Reprocessors
- Re-Odfa Chem Engineering Co.
- Randomex, Inc.

Disaster Response in Libraries and Archives: An Overview

APPENDIX D

Workshop Program

DISASTER PREPAREDNESS

PRESENTERS

MATERIALS FOR HANDS-ON EXPERIENCE

WORKBOOKS

PREVENTION MANUAL

TRAINING

NO FEE!

PARTICIPANTS

BEGIN PRIORITIZING LIBRARY MATERIALS

OBTAIN COPY OF LIBRARY'S FLOOR PLAN

CHECK LOCAL AREA FOR LARGE FREEZERS & VACCUM CHAMBERS

PREPARE LIST OF LOCAL SUPPLIERS OF RECOVERY MATERIALS SUCH AS: CARDBOARD BOXES AND CRATES

BRING CASUAL CLOTHING FOR HANDS-ON TRAINING (MESSY!)

ACT AS DISASTER RECOVERY RESOURCE PERSON IN THE FUTURE FOR LOCAL LIBRARY

PROGRAM

THURSDAY

9:00 - REGISTRATION
9:30 - PROGRAM PREVIEW
10:00 - INTRODUCTION TO DISASTER PLANNING
11:00 - PLANNING PROCESS, PT. 1
12:00 - LUNCH
1:00 - PLANNING PROCESS, PT. 2
2:00 - PREPAREDNESS, PT. 1
3:00 - COFFEE BREAK
3:30 - PREPAREDNESS, PT. 2
4:30 - QUESTIONS & DISCUSSION

FRIDAY

9:00 - RECOVERY, PT. 1
10:00 - COFFEE BREAK
10:30 - RECOVERY, PT. 2
12:00 - LUNCH
1:00 - RECOVERY DEMONSTRATION
2:00 - HANDS-ON RECOVERY EXPERIENCE
4:00 - QUESTION & ANSWER
4:45 - WRAP UP

This Project is Funded Through the Library Services & Construction Act, as amended

ACKNOWLEDGMENTS

This report is based on an LSCA Title III Interlibrary Cooperation and Resource Sharing Project and was funded by an LSCA Title III grant from the Florida Department of State, Division of Library and Information Services (Contract I.D. #: DLIS-87-III-2-1).

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2. Buchanan was a consultant living in Palo Alto, California and Etherington was chief conservation officer at the Humanities Research Center at the University of Texas at Austin during the period of their project responsibilities.

3. Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method*. New York: John Wiley & Sons, 1978, p. 2.

4. Ibid., p. viii.

5. Ibid., pp. 79-159.

6. Ibid., pp. 165-90.

7. Included in the original survey were 196 libraries; 182 returned usable questionnaires; the 14 that did not were dropped from the study. Added to the REFLEX database were 16 additional libraries because they had staff who attended the workshops. Two of the 16 were in the survey population but did not return questionnaires; the remaining 14 were branches of larger systems or small libraries that were not included in the survey. The 16 added to 182 comprised the total of 198 libraries in the database.

8. Morris, John. *Managing the Library Fire Risk*, 2d ed. Berkeley: University of California Office of Insurance and Risk Management, 1979; and American Library Association. *The Library Disaster Preparedness Handbook*. Chicago, Illinois: ALA, 1986. The National Fire Protection Association periodically publishes standards for protection of libraries: *NFPA 910, Protection of Libraries and Library Collections, 1985*. Quincy, Mass.: National Fire Protection Association, 1985.

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10. Barton, John P., and Wellheiser, Johanna G., ed. *An Ounce of Prevention: A Handbook on Disaster Contingency Planning for Archives, Libraries and Record Centres*. Toronto: Toronto Area Archivists Group Education Foundation, 1985. This publication is often cited as the best handbook on disaster planning available for libraries.

11. Twenty libraries sent 27 people to the Tallahassee workshop. The additional numbers are not reflected in table 11 because they represented staff from organizations that were to host the succeeding workshops.

12. Memo from Steve Tyler, loss control specialist for Volusia County, to Cathy McBride, Volusia County risk manager, dated 6 May 1988.

13. *Library and Archival Disaster-Preparedness and Recovery*, prod. by Richard F. Young and BiblioTech Films (American Library Association Video, 1986). Available from the American Library Association, 50 E. Huron St., Chicago, Illinois, 60611 for $125.

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17. Disaster Avoidance and Recovery Information Group (DARING), P.O. Box 5214, Largo, FL 34294-5214.

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